DOCUMENT RESUME

ED 116 288 88 EA 007 768

TITLE	Volunteer Services System. Handbook 4: Volunteer Program Operations.
INSTITUTION	Columbus Public Schools, Ohio.
SPONS AGENCY	Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Ohio State Dept. of Education, Columbus. Div. of Research, Planning, and Evaluation.
PUB DATE	75
NOTE	44p.; Related documents are EA 007 764-771
EDRS PRICE	MF-$0.76 HC-$1.95 Plus Postage
DESCRIPTORS	*Administrator Guides; Elementary Secondary Education; Guidelines; Management Systems; *Paraprofessional School Personnel; *Program Administration; *Program Development; Program Evaluation; Program Planning; *Volunteers
IDENTIFIERS	Elementary Secondary Education Act Title III; ESEA Title III; *Volunteer Services Management System

ABSTRACT

This booklet is one of a series of publications designed to present a complete system for planning, organizing, and directing the development and operation of individual volunteer programs, as well as the management of a comprehensive volunteer system consisting of many individual programs. This particular booklet leads the reader through a series of ordered steps designed to assure successful volunteer program development. For purposes of clarity, the entire procedure of volunteer program development is discussed in this booklet; since program development involves all areas of volunteer operation, this handbook necessarily incorporates some material from Handbooks 1, 2, and 3. Individual chapters focus on different phases of the program development process, including the planning phase, the preparation phase, the implementation phase, and the review and renewal phase. (JG)

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Volunteer Services System

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IV VOLUNTEER PROGRAM OPERATIONS

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Volunteer Services Management System
E.S.E.A. Title III
Columbus, Ohio City School District

EA 007 768

Volunteer Management System

ESEA Title III STAFF:	Linda Hodgerson, Project Director; Suzanne Blair, Information Analyst; Lois Bolin, Brenda Smith, Debbie Stem, Sister Judith Weinell, Consultants.

The work presented or reported herein was performed pursuant to an ESEA Title III Grant from the Ohio Department of Education, Division of Planning and Evaluation. However, the opinions expressed herein do not necessarily reflect the position or policy of the Ohio Department of Education and no official endorsement by the Ohio Department of Education should be inferred.

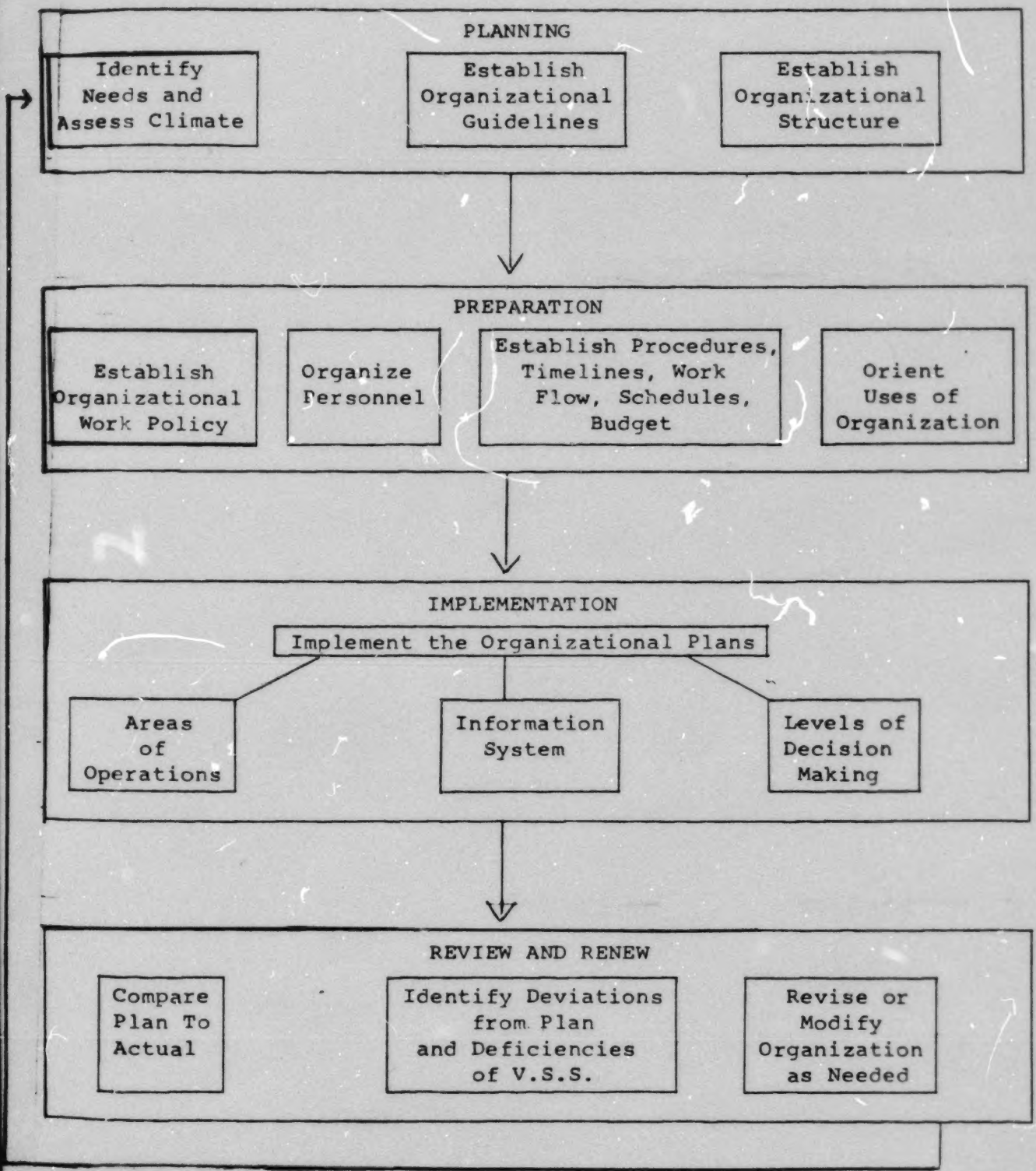
FOREWORD

Consciously or unconsciously, many of us have engaged in developing new volunteer programs. Despite the hours and the effort, some programs work smoothly and others never get off the ground.

This handbook leads the reader through a series of ordered steps designed to assure successful volunteer program development. These procedures and considerations are necessary for large system-wide volunteer efforts as well as for individual school-based programs. Although the scope may vary in developing a volunteer program, the methods and steps prescribed here are still necessary.

Although this handbook describes the work effort and procedures for the development of a volunteer program, the development of a program cuts across all areas of volunteer operation and includes the Information System as well. For purposes of clarity, however, the entire procedure of volunteer program development is included here and, when applicable, references to other Volunteer Services System Handbooks are included for further information.

ORGANIZING A
VOLUNTEER SERVICES SYSTEM
PROCESS MODEL



The initial phase in developing a volunteer program is simply to come up with a plan for the program to be developed that includes the answers to the WHY, WHAT, HOW, WHO, WHEN and WHERE of the new volunteer program.

In order to plan for the development of a new volunteer program that will become available to individual schools, the appropriate decision-makers of the Volunteer Services System must assess the climate or attitude of those in the school system who will use the services of volunteers and as well as of those in the community who are potential volunteers.

Simultaneously, the student needs for volunteer assistance should be identified by the principal and school personnel and related to the Volunteer Services System planners (See Information System, II).

Gathering information for this assessment of climate and needs is vital. Decisions cannot be based upon perceptions of single individuals. The views of the central school administration, school principals, teachers, students, volunteers and community persons knowledgeable and interested in education should be surveyed. Once information is collected and analyzed, the Volunteer Services System staff and advisory bodies are then able to identify realistic objectives for the year, both for the entire Volunteer Services System and, of particular interest here, for the

identification of new volunteer programs to be developed.

Based upon this analysis of climate and need, the planning group decides whether or not (1) to plan new volunteer programs, (2) to expand or redirect existing ones, or (3) to eliminate unnecessary programs. If information is not adequate to support a judgment, the group may determine that it is necessary to spend additional time working to build a healthier school-community relationship or perhaps to investigate more carefully the specific needs for volunteer services (See Information System, III).

This step determines WHY or IF a volunteer program is to be developed.

IDENTIFY PROGRAMS TO BE DEVELOPED

Although the process of identifying the specific volunteer program(s) that is to be developed may entail a series of lengthy, thoughtful group sessions, this step is completed when a decision is made.

This decision-making step is of major importance in the total process of volunteer program development. It assumes that the thoughtful identification of needs and climate has been thorough and that the analysis of the compiled information is important and logical. It also mandates a mutual consensus and enthusiasm for the newly identified program of all involved in the decision-making process.

In short, everyone should have ownership in this new volunteer program to

be developed. All must wish to see it become reality. Anything less than this assures barriers and possible failures later in the development phases.

ESTABLISH PROGRAM DESCRIPTIONS AND GOALS

This same decision-making group now has the responsibility of describing the program to be developed and of establishing the philosophical goals for the program. Again, this is a group process.

Once the group has finalized the program description and goals, these items must be written down and distributed to all appropriate groups and individuals.

This dissemination activity assures that all necessary people are aware of what is going to occur. If negative reactions occur at this point, they must be dealt with. It may mean additional orientation of persons not included in the decision-making process. If the negative reactions have substance, it may mean going back to the decision-making body for re-analysis of climate and needs and re-consideration of developing the program.

The point, obviously, is that ownership should spread at this point and that the climate for program development should be positive. This step determines WHAT the program will do in general. It provides the basic narrative outline of the volunteer program to be developed (See Information System, III).

DESIGN
DEVELOPMENTAL
PLAN

How is this program going to be developed? A design of program development is a roadmap. Once again decisions must be made. These decisions concern the time schedule for developing the program, the duties and responsibilities of the program developers, who the developers will be, their resources, where development will occur, whether or not the new program will be pilot tested before actual implementation in the total school system, where and when the pilot test is to occur, who is to conduct the pilot and evaluate it, and who will make the necessary revisions. All these questions need to be answered in order to establish a developmental plan.

The list of necessary decisions in establishing a design is often lengthy but adequate time should be spent in this planning stage so that decisions appropriate to cover every forseeable alternative are made initially. Again, these decisions should be made in a group setting and the decision-making should include a representative of all possible segments that will be connected with program implementation. Once the group has agreed upon a plan for program development, the decisions should be written down and distributed to all involved.

Determining how one goes about developing a new volunteer program is not at all easy but is, nevertheless, most important. By informing others as to the developmental plan, anxieties can be greatly reduced and valuable suggestions can be obtained if something has been overlooked or excluded.

The second phase in volunteer program development occurs after the appropriate decision-makers of the Volunteer Services System have given the go-ahead signal for developing the new volunteer program but before the first program volunteer has been recruited.

Essentially, this stage gets all necessary components of the new volunteer program in a state of readiness. The Preparation Stage calls for many difficult, developmental work activities, some of which occur simultaneously but are described here individually for clarity.

ESTABLISH PROGRAM PROCESSES AND PROCEDURES

DETERMINE MEASURABLE OBJECTIVES

This crucial step calls for the establishment of meaningful guidelines for all future program development. Exact wording and exhaustive consideration must be taken in developing and writing each program objective. A list of specific performance or behavior objectives provides guidelines for the development of all program materials, all volunteer training, and program evaluation. Each objective must include (1) what will be different, (2) by when, (3) how it will be measured.

Examples of information included in performance because of the volunteer program objectives include the following (See Information System, III):

- What need the program will meet (i.e. teach children ceramic techniques)?

- What must a volunteer do to fulfill this need (i.e. appear, bring supplies or request them, impart skill)?
- What must Volunteer Services System do to meet this need (i.e. process teacher request, match teacher and volunteer)?

DETERMINE PROGRAM POLICIES

This step is totally dependent upon the policies and procedures already established by the Volunteer Services System.

If the Volunteer Services System has clearly written flexible policies and procedures, this step is quite simple and merely entails a duplication of those elements applicable to the new program under development.

If, however, the Volunteer Services System policies and procedures are unclear, vague, rigid, unrealistic or non-existent, this step calls for an appreciable effort. This effort requires that the individual developer or the group of developers go back to the Administrator of the Volunteer Services System and state the need for the revision or the creation of usable policies and procedures for the entire system and its volunteer programs.

The reason is obvious. Each volunteer program developed within a volunteer system should reflect that system. Otherwise, discrepancies will occur that can only cause problems or failures later on.

This step is also an excellent check on the overall Volunteer Services

System itself. If the overall policies and procedures are not workable and meaningful in all instances, they should be revised. This step, then, not only furthers the process of program development but also provides significant feedback information for the Administrator. This is a meaningful evaluative process that should be adhered to conscientiously.

DEVELOP BUILDING PROCEDURES

The School Volunteer Operations area is also activated upon receipt of the new program description, goals and developmental plan. Those schools having stated a need for this new volunteer program should be informed of its development. Those schools wishing to be a pilot test for the new program should begin to develop their own building procedures for the eventual recruitment and orientation of volunteers. Often, if schools have already developed their rules and procedures governing volunteers, these written guidelines can be checked to assure completeness and usefulness in dealing with this new program (See School Volunteer Operation, VI).

DEVELOP INFORMATION NEEDS AND MECHANISMS

The Information System is also activated. The new program description, the broad goals, and the specific measurable objectives provide the Information System with the basic data to ascertain the needs of the Volunteer Services System for program information and to develop a feedback mechanism to assure that decision-makers will know whether or not the program is fulfilling its

stated goals and objectives. Oftentimes, the feedback system will be similar to that of other volunteer program monitoring systems. However, with these new objectives, the information needs may be unique and, therefore, new mechanisms may have to be developed before the program is implemented (See Information System, III).

DEVELOP RECRUITMENT PROCEDURES

At the same time the program developers are preparing the processes and procedures for the new volunteer program, the Volunteer Personnel Operations is also functioning to prepare its area for eventual implementation. Having received the written program description, goals and developmental plan, the Volunteer Personnel Operations is developing its recruitment procedures to match the timing and the needs for new volunteers for this new program (See Volunteer Personnel Operations, V).

DEVELOP VOLUNTEER PROGRAM

RESEARCH OTHER VOLUNTEER PROGRAMS

With the goals and measurable objectives already agreed upon, written down and communicated, the developers can now research similar volunteer programs existing in other school systems, compile information and come up with those materials that will be needed by those involved in the volunteer program -- the school personnel using volunteers and the volunteers themselves (See Information System, III).

Some of the information to be included in the program packets may already be developed by the Volunteer Services System and can be used as designed. Again, some materials may be

unusable or unavailable because of the uniqueness of the new volunteer program or because they do not seem applicable. If the latter is so, the Administrator should be notified of the need for clarification or revision of materials distributed by the Volunteer Services System.

PREPARE VOLUNTEER PROGRAM MATERIALS

The materials for volunteers should include:

- A welcome from the superintendent.
- A job description for the volunteer specifically applicable to this new volunteer program.
- List of the rights and responsibilities of volunteers.
- Description of the relationship between the volunteer and school personnel.
- An organizational chart or description depicting the total Volunteer Services System, the lines of responsibility and lines of communication.
- Health requirements for the volunteer.
- Brief description of other volunteer programs in the Volunteer Services System.
- Map of school locations, addresses, parking areas, phone numbers, principals' names.
- Legal ramifications affecting volunteers including tax breaks and personal liability.
- Description of the new volunteer program including goals, objectives, policies and procedures.
- Annotated bibliography for further information.
- Background information on the NEED to be serviced. These can be

published articles, a summary of data from needs assessment step, etc.

The materials for personnel using volunteers should include:

- A list of all volunteers and materials resources.
- Job description(s) for the volunteers.
- List of rights and responsibilities of volunteers.
- Description of the relationship between the volunteer and school personnel.
- Description of the new volunteer program including goals, objectives, policies and procedures.
- Background information on the NEED to be serviced.
- Volunteer request forms.
- Guidelines for the most effective use of the services of a volunteer, including both personal and student preparation suggestions.

Purposely, many of the materials are similar. How these materials are packaged depends upon the budget of the Volunteer Services System and the desired continuity of the materials published by the Volunteer Services System.

PREPARE VOLUNTEER ORIENTATION PROGRAM

Orientation is the process of acquainting the volunteer with those school programs and policies that relate to volunteers. To understand how they fit into the school system and into the total school volunteer picture, the volunteer needs to understand something of the history of volunteerism in the school system, the needs from which volunteerism

grew, and the kinds of services volunteers are currently providing in the schools.

The purpose of orienting volunteers is to prepare the volunteer for effective and positive service within the framework of the policies and procedures of the school system and the Volunteer Services System.

Careful pre-planning and preparation is essential for a successful volunteer orientation program. Attention to details is important. The first step is to develop goals and specific objectives for the orientation program based upon volunteer needs. Once these are agreed upon, the types and roles of the speakers and the written information packets can be established or developed (See Volunteer Personnel Operations, V).

Orientation really begins with the volunteer's first association with the school volunteer organization; therefore, much of the information related in answering inquiries concerning volunteer opportunities or in interviewing potential volunteers is orientation information.

PREPARE VOLUNTEER TRAINING PROGRAMS

The necessary program materials are now developed. How can the volunteers best be helped to understand what is expected of them, how they work with teachers and with students, or what they must learn before their volunteer activities begin.

Workshops and training programs seem to work very well if developed with

the needs of the participant(s) in mind. To do this, planning and preparation are essential. Goals and measurable objectives of the training programs should be outlined; activities should be designed to meet the measurable objectives; persons skilled in human relations and in the specific subject matter should be enlisted if they have not already been involved in previous steps. In other words, program planners must develop meaningful volunteer training programs.

The purpose for developing a training program is to provide training appropriate to the duties and responsibilities of volunteers. Therefore, it is imperative to clearly define the tasks to be assigned to the volunteers. Meaningful job descriptions offer a solid basis for developing training program plans.

In general, the goal of training is to upgrade the quality of volunteer performance by providing knowledge, skills, confidence and motivation. The volunteer who begins work with a positive self-concept and attitude is well on the way to a successful volunteer experience.

Objectives of Training Programs

- To identify existing community or school training programs applicable and available to school volunteers.
- To develop training sessions which are geared to school, teacher and volunteer needs.
- To develop training sessions which are specific, useful and practical.

- To develop training sessions which most effectively present necessary skills through techniques such as lectures, role playing, buzz sessions, panel discussions, audio-visual, brainstorming, practice sessions.
- To develop training sessions which involve trainees.
- To develop training which provides for leadership opportunities for those who desire them.
- To develop a training program which, through continual evaluation, allows for change to meet new needs and desires of trainees.

Training begins when the volunteer is assigned to a specific job and it continues informally on the job throughout the volunteer's assignment. This on-the-job training may occur in the form of personal sessions with the teacher, workshops or at home study or from a combination of any or all of these methods.

Types of Training

1. Pre-Service Training (what it should include and encourage)
   - Definition of objectives to be achieved by volunteer help.
   - Workshop on basic skills needed (also those which, if acquired, could upgrade the volunteer offering).
   - Discussion of principles of child and adolescent development and learning pertaining to the volunteer area and age group.
   - Information about learning characteristics of the group with which the volunteer will be working.

- Presentation and discussion of written material pertaining to the volunteer's service.
- Outline of specific duties.
- List of whom to go to for help if problems arise.

2. In-Service Training (what it should include and encourage)
   - Adequate direction from the classroom teacher to assist the volunteers in becoming acquainted with the work situation (i.e., building, classroom, equipment) and their volunteer responsibilities.
   - Adequate direction from the building coordinator who should be available to the volunteers to observe, guide and encourage their work and act as a liaison between the Volunteer Services System and the volunteers in disseminating information and collecting reports.
   - Adequate avenues for feedback. Changes in attitudes and skills occur as a volunteer works. Volunteer input and the sharing of ideas which proved successful should be encouraged by the Volunteer Services System.
   - Opportunities for a new volunteer to work closely with a trained volunteer when applicable.
3. On-Going Training (what it should provide or make available)
   - Practice and reinforcement of skills (varying the method of presentation).
   - Courses offered to all volunteers including offerings in human relations training and vital skill areas.
   - Information concerning pertinent community training available to the volunteer.

- Library of "how to" manuals, reading lists, literature about programs in other school systems, etc. for the volunteer to check out and use.
- Individualized training courses using tapes and manuals (this material could be housed in a volunteer resource library and be available at the volunteer's convenience).
- Resource materials "shared" by other active volunteers.

PREPARE ORIENTATION FOR USERS OF VOLUNTEERS

Developing an orientation program for certified personnel is dependent upon the needs of the teachers in the individual buildings and the type of volunteer program that is being developed. The responsibility for developing and eventually implementing a teacher orientation program rests with the School Volunteer Operations.

Since this area of operations is already working in the building and is knowledgeable of the needs of individual building personnel, the adaptation of a model orientation program for each building staff is not that difficult.

Generally, the information provided at these staff orientation sessions include (See School Volunteer Operations, VI):

1. Roles volunteers can and cannot fill in assisting teachers:
   - Volunteers are not substitutes for teachers.
   - Volunteers offer services based upon their skills, abilities, training, interest and time.

2. Tasks that volunteers can provide in school:
   - Administrative Services which involves volunteers in policy-making and management activities.
   - Instructional Services which involves volunteers in valuable reinforcement or practice learning time for individual students.
   - Classroom Assistance which involves volunteers in general supportive services that assist the teacher with classroom chores, with preparing materials and/or reports, or with supervising or planning special programs or presentations.
   - Special Services which involves volunteers in additional programs or services such as maintaining a library or health room or programs that supplement or enrich classroom experiences.
   - Monitoring Services which involves volunteers in freeing valuable teaching time or increasing the amount of supervision by employing volunteer personnel.
3. Roles teachers should assume in working with students:
   - Diagnosing student needs.
   - Prescribing instructional programs.
   - Selecting appropriate materials.
   - Presenting instructional content.
   - Counseling students.
   - Evaluating student progress.
   - Initiating and determining the way, how, when, and where of curriculum.
   - Training, managing and supervising the volunteer(s).
4. Tasks that teachers are responsible for in working with volunteers:
   - Periodic consultation with a volunteer to review work and make future plans.

- Supportive activities that include preparing students for the volunteer presentation, greeting and recognizing the volunteers, offering constructive suggestions, thanking and appreciating the volunteer.

IDENTIFY RESOURCES NEEDED

This is actually an on-going step throughout the Preparation Phase that attempts to ascertain what the program needs to run smoothly throughout the Implementation Phase. Resources needed could involve people, supplies or money (See Volunteer Personnel Operations, V).

Possibilities of resource needs include the following:

People

- Personnel necessary to recruit, interview, screen, place, orient, train and supervise volunteers.
- Personnel responsible for record-keeping and reporting information back to the Volunteer Services System.
- Personnel responsible for developing new program materials as needed.
- The volunteers themselves - How many are needed? Are special interest, skills or talent necessary? In what groups, areas or neighborhoods can these potential volunteers be found?

Supplies

- Smocks, badges, or name tags.
- Materials to place in training or orientation packets.
- Applications and record-keeping forms.

Money

- Salaries, office supplies, telephone if necessary.

- Incentive payments for volunteers (parking, babysitting, transportation, recognition, lunch) if necessary.
- Orientation and training expenses (room rental, paper, printing, rented films, instructors, coffee) if necessary.

Not all the above resource needs may apply to each new volunteer program and there may be still additional needs not listed. Attention to this step, however, will help volunteer program planners avoid last minute panic situations when the program is actually implemented.

DEVELOP JOB DESCRIPTIONS

It is important for volunteer program developers to know the needs for volunteer resources, the scope or areas of activity in which volunteers in this new program will work, and the responsibilities required of the volunteers.

In order to write a meaningful and complete job description, three separate items are necessary:

- A Job Analysis which is information collected about the specific volunteer job.
- A Job Description which is a written record of the duties and responsibilities for the particular volunteer job. A job description does not state expected results.
- A Job Specification which is everything one needs to know concerning the requirements of the job and the qualifications and abilities a volunteer will need for a specific volunteer program.

Necessary items to be included in a job description or specification

include the following:

- Title of position.
- Department where position is located.
- Age range of position.
- Statement as to whether male and female applicants accepted.
- Hours of position and shifts, if applicable.
- Pay rate, pay ranges and any bonuses, if applicable.
- Benefits such as vacations, sick leave, insurance and other privileges, if applicable.
- Upgrading possibilities.
- Job summary explaining position and work requirements.
- Performance requirements.
- Physical activities and working conditions.

The above items can be applied to job descriptions for either a member of the staff of the Volunteer Services System or for volunteers working within the system. Job descriptions play a very important part in a Volunteer Services System. Without them, there would be chaos, no management and probably no organized system at all.

DEVELOP RECRUITMENT MATERIALS

This step involves the preparation necessary for the actual recruitment of volunteers. Having developed the job description and identified the type and number of volunteers needed, program developers should be able to use the most appropriate promotional campaign to find those volunteers. The way one finds volunteers is thus dependent on the type of volunteers needed.

The procedures and materials for this campaign are determined by identifying the best MEANS of contacting the potential volunteers (See Volunteer Personnel Operations, V).

Suggested promotional campaigns include:

- Electronic Media (radio and television).
- Printed Media (neighborhood and daily papers).
- Direct Mailing.
- Posters.
- Brochures or flyers.
- Newsletters.
- Words of mouth.
- Open House.
- Speakers' Bureau.
- Out-Door Advertising.
- Bumper stickers.
- Badges or Buttons.
- Phone calls from school provided lists.

ORIENT USERS OF VOLUNTEERS

The actual orientation of school personnel in the appropriate and meaningful use of volunteers should occur BEFORE a volunteer is ever recruited, and, therefore, this phase is also a part of the preparation stage

This is an extremely crucial step, often by-passed to the regret of both the teacher, the volunteer, and also the program planners because failure to address this step leads possibly to the eventual failure of the program itself. If the apprehensions or uneasiness of school personnel are not dealt with, if erroneous assumptions are not erased, if a genuine enthusiasm and willingness to try this

new volunteer program and work with unknown volunteers do not surface, all planning and preparation are for naught.

Although a great deal of effort has been spent in preparing this information to be provided at this staff orientation, still more time needs to be devoted to identifying the methods used.

The type of orientation depends upon the level of comfort and understanding of the teachers. What works well at one school may not in another. In some schools, teachers may welcome group orientation; whereas, in others they wish individual consultation or possibly just written information pamphlets. Types of orientation include:

- Regularly scheduled staff meetings.
- Special workshops.
- In-service training courses.
- Human relations workshops.
- Newsletter articles.
- Periodic workshops.
- Special sessions with both teachers and volunteers in attendance.

Many school systems have developed various types of human relations workshops that can be adapted or adopted for use in teacher orientation programs. The actual orientation of school personnel takes place in the preparation stage for two reasons:

1. Orientation leaders are actually preparing the teachers for a new role, and

2. This is an appropriate time to test initial assessments that the teachers are really willing to use the developed volunteer program and feel comfortable about working with volunteers.

   If the climate or environment is not right, it is far easier to stop the progress of program development at this time rather than to drop back after the volunteers are recruited. It is at this point that the school personnel determine whether or not they wish to be a part of the program and, if so, designate how many volunteers they need and when they want them (See School Volunteer Operation, VI).

It is most uncomfortable to know that most how-to-organize-volunteer-program brochures begin with "Recruitment of Volunteers". Realizing that the developers of this new volunteer program have been working diligently during the Planning and Preparation Phases, one must come to grips with the realization that all the work was either very worthwhile or a waste of time. The test of the worth of the products of the Planning and Preparation phases are proven valuable or not in the next two phases: Implementation and Review and Renew.

The Implementation Phase involves the "doing" parts of the volunteer program: recruiting, interviewing, screening, placing, orienting, training volunteers; accomplishing the volunteer tasks as required; and throughout all of this stage, monitoring and recognizing the value and worth of the volunteers and their accomplishments.

RECRUIT VOLUNTEERS

Having made all the decisions about how many volunteers are needed, which volunteer talents or skills are desired, and how to reach those volunteers, this step calls for carrying out the recruitment procedures.

Sources from which volunteers may be recruited include:
- Individuals (each one bring one)
- Community - neighborhood.
- Organizations, clubs, agencies and unions.
- Business, industry, universities and colleges.

- Retired senior citizens.
- Students - elementary, junior high, high and college.

If the appropriate techniques and materials are used and all possible sources tapped, sufficient numbers of interested people should volunteer. If not, the recruitment audience chosen from the list above was inappropriate, or the assessment of the climate of the potential volunteer community was inaccurate, or the volunteer program and tasks are not interesting (See Volunteer Personnel Operations, V).

A caveat to the above premise includes phenomena such as an energy crisis, strong and vocal chapters of N.O.W., lack of leisure time or financial reserves to afford voluntary activities, teachers' strikes, or general disinterest on the part of the community for the whole educational institution. The aforementioned are generally beyond the realm of reality but nonetheless exist and boggle the whole Volunteer Services System including the newly developed volunteer program.

INTERVIEW, SCREEN AND PLACE VOLUNTEERS

Placing volunteers is the recognizable term for matching the appropriate volunteers with the appropriate requests; i.e., matching resources to need.

Once again, there is a procedure to follow which should enable the desired results (See Volunteer Personnel Operations, V):
- Volunteer fills out application form.

- Volunteer is interviewed as to skills, talents, interests, hours available, area of city, etc.
- Volunteer needs are matched with teacher needs.
- Volunteer is assigned.
- Volunteer placement is confirmed.
- Notification is sent to volunteer and to teacher.
- Teacher calls or meets the volunteer.

IMPLEMENT VOLUNTEER PROGRAM	ORIENT VOLUNTEERS	This step and the placement step are sometimes reversed. Often a group of potential volunteers attend a general orientation session, listen to the various volunteer opportunities available at that time, and <u>then</u> choose their placement. The order is based upon many factors and can in different situations work well either way. Orientation to the school system, the Volunteer Services System and the specific school in which volunteer activities will occur can be accomplished in a large group or in a one-to-one conversation. Depending on the method, the person doing the orientation may be the Administrator of the Volunteer Services System, Advisory Council members, Volunteer Services System staff, principals, teachers, the Staff Coordinator, or the Volunteer Building Coordinator (See Volunteer Personnel Operations, V).
	TRAIN VOLUNTEERS	Training of volunteers is geared to the specific activities and duties dictated by the volunteer program in which the volunteer is placed and the volunteer job description. Training that occurs before the volunteers

begin their assignments can be accomplished by volunteers who have previously served in a volunteer program, by teachers or by school or community experts.

On-going or periodic training is a more individual process which is scheduled as the need arises, as time permits, as improvement is necessary, or as volunteers reach out for more tasks, responsibilities or challenges.

Training is different from orientation. Training is a process for providing the volunteer with <u>specific</u> techniques and skills which he/she can utilize in his/her volunteer service. Training falls into three basic categories:

- Pre-service training
- On-the-job training <u>or</u> in-service training
- On-going training

Training should answer the needs of a volunteer. The methods will be determined by those specific needs. The methods for training should include the following when applicable.

- A packet of materials for the volunteer's independent home study would be valuable if the volunteer is unable to attend training sessions.
- Multi-media presentations used in group discussion (if applicable and available).
- Presentation of specific skill information and appropriate practice sessions.
- On-the-job training when applicable.

Basic Design for Training Units

1. Purpose
   The statement of rationale or reason for offering the training unit clarifies the need for training.
2. Goals
   A list of end results toward which the training unit is directed clarifies the projected outcomes of the training unit.
3. Suggested Group Size
   Number of people easily accommodated by the suggested training unit process. For many training units, any number of participants can be accomodated; for some units, however, a maximum group size should be suggested when the training process dictates small group interaction, exercises or laboratory practice sessions.
4. Time Required
   Generally speaking 1-1/2 to 2 hour workshops represent the maximum block of time available from volunteers or school staff on working days. Saturday or released-day programs, if scheduled, would combine several single units.
5. Physical Setting
   The ideal place and the arrangement of the facility need to be considered for maximum unit effectiveness in light of goals listed, materials utilized and processes employed.
6. Process
   The sequence of events which will best facilitate the particular goals established greatly effects the overall success of a training unit.
7. A workable general format or outline might be:

- Time: 1-1/2 to 2 hours
- Introduction of school and volunteer personnel, etc.
- Skill Session - vary techniques possibly including expert's lecturette and a practice session for participants.
- Summary

8. Materials

The list of materials necessary to complete the learning process for the goals established should be compiled so that the appropriate material may be obtained and prepared prior to the training session.

The Volunteer Services System strongly advocates continual training for both volunteers and staff in all areas which could

- increase skills and abilities.
- foster positive growth in understanding students.
- contribute to the development of a meaningful and usable philosophy of ideas.
- better relationship between professional staff and volunteer.

SUPERVISE AND MONITOR PROGRAM IMPLEMENTATION

Actually, a review or evaluation of program purposes, goals, objectives, processes, materials, etc., should not occur only at the end of the year. A sound evaluation of any program requires continual monitoring of all phases of program development.

Keeping one eye on program objectives and the other on program development activities will aid appropriate decision-makers during program implementation in determining whether the developmental design was accomplished

successfully. It is probably easier to forestall all evaluation activities until the end of the school year when volunteer services staff can catch their breath and reflect. In doing so, however, much valuable information is lost. Worse, some information comes too late to be of much use.

To determine how satisfactory the placement procedures are, decision-makers need to know whether the volunteers were assigned to jobs which they found rewarding and for which they felt qualified. The Volunteer Services System could surely get some feed-back at the end of the year by counting heads: how many volunteers remained in the program by the end of the year and how many are planning to volunteer in the coming year. With luck these figures will be high.

But what if they are low!! How unfortunate not to have detected that the volunteers were dissatisfied much earlier when the cause for dissatisfaction could have been modified. Had their dissatisfaction been traceable to inadequacies in the placement stage at a much earlier time, not only could these volunteers have been re-assigned but also would they have had a more positive experience at the very outset.

Examples of the benefits which come from constant monitoring are many. One should really try, even though there is more paper work involved, to allow for continual or, at least, periodic review of these steps in

program development (See Information System, III).

- Needs Assessment, Objectives, Purposes, Goals.
- Policies and Procedures.
- Resources.
- Recruitment Procedures.
- Orientation/Training of School Personnel.
- Placement of Volunteers.
- Orientation/Training of Volunteers.
- Recognition/Retention.

RECOGNIZE VOLUNTEERS

Although this step is delegated to last in the Implementation Phase, it is in many ways the most important and the one that runs concurrently with all other activities.

If the volunteer is helping and is doing a good job, say so. Encouragement, words of appreciation, pleasant expressions are so very meaningful and necessary for volunteer satisfaction.

In addition to the positive, continuous reinforcement and a growing, mutual respect between teacher and volunteer, the Volunteer Services System can also assist in continuous recognition efforts with (See Volunteer Personnel Operations, V):

- Newsletters to volunteers and teachers spotlighting the unique, the positive, the interesting volunteer activities.
- Badges, name tags or smocks to identify volunteers.
- Formal recognition programs, banquets, coffees, teas, receptions.
- Achievement certificates.

The principal can play a very major role in recognition activities. If nothing else, remembering the volunteer's name and greeting the volunteer in the hall is very rewarding to those who volunteer in the school.

Obviously, some information can only be obtained after a reasonable length of time has elapsed. The end of a school year is the time to ask, "How did we do?" Usually, time is needed before any real effect can be measured on student learning, for instance. Therefore, although continuous monitoring of volunteer effectiveness is important, it is difficult to determine the full range or impact of a new volunteer program until the end of the school year. Again, this is true in other areas as well. Year-end evaluation then can be applied to (See Information System, III):

- Program processes.
- Program materials.
- Communication processes.
- Services provided by volunteer program.
- Services provided by volunteers in that program.

COMPARE PLAN TO ACTUAL

EXAMINE PROGRAM DESCRIPTION

In order to know what information is needed for decisions concerning program revision or modification, the first step is to go back to see what the program was intended to be. If nothing else, this process is a review of what it was meant to be.

EXAMINE GOALS, OBJECTIVES, POLICIES, PROCEDURES

The next step is to review what was to be accomplished by developing this new program. The specific, measurable objectives provide this information.

COMPILE AND ANALYZE COLLECTED MONITORING DATA

This compiled information should provide specific data on each step outlined above. For example:

- Were the volunteer materials adequate?
- Did the volunteers feel comfortable after the training program?
- Did the Volunteer Services System supply all necessary materials on time?
- Was the volunteer made to feel part of a team in the school building?

Analyzing the compiled monitoring data provides powerful information to decision-makers in their determination of strong and weak areas of program development.

The three areas of operation provide the source for monitoring information:

1. The Volunteer Program Operation is responsible for obtaining data relating to such decision factors as
   - cost effectiveness of new program.
   - expansion/deletion/modification program.
   - effectiveness of volunteer training.
   - usefulness and completeness of program materials.
2. The Volunteer Personnel Operations is responsible for information such as
   - effectiveness of recruitment procedures.
   - effectiveness of placement procedures.
   - usefulness and completeness of volunteer orientation.
   - number of hours of volunteer service.
   - ratio of volunteers recruited to volunteer drop out.
   - comparison of volunteers requested to volunteers placed.

3. The School Volunteer Operations provide information such as
   - number of children involved.
   - reliability of volunteers.
   - volunteer-teacher communication.
   - volunteer-student relationship.
   - effectiveness of teacher orientation.

   At the School Volunteer Operations level, it is essential to obtain information that is meaningful and accurate without placing undue burdens on either the volunteers or on the school staff.

COLLECT ADDITIONAL INFORMATION NEEDED

Despite the volume of collected monitoring data, some additional information may need to be collected or perceptions of effectiveness on one aspect of the programs may need justification or reinforcement. An end-of-the-year evaluation will probably always be necessary (See Information System, III).

All evaluations, no matter how varied in focus or scope, include a series of steps which involve:

1. Focusing the evaluation (what decisions are to be served?)
2. Collecting the information.
   - What data are needed?
   - From whom?
   - How? (With what instrument?)
   - When? (What is the schedule for collecting needed information?)
3. Organizing the information.
   - Who will keep it? Where? How?
4. Analyzing the information.
   - What statistical processes will be applied?

5. Interpreting the results.
   - What do they mean in relation to the program decisions?
6. Reporting the findings.
   - Letting all appropriate personnel know findings and/or basis for any resulting decisions.

IDENTIFY DEVIATIONS FROM PLAN AND DELINEATE PROGRAM DEFICIENCIES

A final appraisal at the end of a specified period of time should seek information which can answer the question, "How did we do?". By this point in the course of a volunteer program, developers and decision-makers have had sufficient time to become thoroughly attuned to the objectives, or intended plan, of the program. They have also, presumably, had several opportunities to revise and modify the program in an effort to achieve those objectives if at all possible.

Inevitably, there will be disappointments. This is not to say that they failed but that, as with all dynamic and growing enterprises, there is always room for improvement. By comparing our original goals, or plan, with actual outcomes, decision-makers can note how far apart the two are.

Some goals, hopefully, will have been achieved while others will still have to be met. By noting where program developers have fallen short of the goal, they not only can assess the program itself, but they have evidence about the future direction of the program as well.

Once the question "How did we do?" is answered, decision-makers can use the same final appraisal to answer "What should we do next?". The information obtained serves not only as a judgment of past performance with the volunteer program but also identifies new areas of concern, i.e., program deficiencies, and thus becomes a new needs assessment.

The final appraisal is only final if the program is terminated; it becomes a needs assessment if the information obtained is used to re-cycle the program once again. As in the Planning Phase, the needs assessment identifies specific needs which the volunteer program can alleviate, or at the time of renewal, it can determine deficiencies in the program which must be corrected.

REVISE PROGRAM, GOALS, PROCESSES, MATERIALS, IF NECESSARY

Whether evaluation is conducted periodically or at the end of the year, certain data or information will be needed in order to provide answers to some difficult questions. These questions may deal with decisions to continue funding the new program, to expand the program, or perhaps, to discontinue it. There are always questions after the decision has been made to continue the program concerning changes which may be needed to improve it. Information to satisfy these decision needs may come from many sources, depending either on the nature of the decision to be made or on the area of program development under study.

After all evaluative data is in finalized format and the information is studied, appropriate decision-makers must make pertinent decisions concerning the continuation, expansion, modification, or elimination of the volunteer program being evaluated.